

Technology, Networks, and Hardware



Welcome to the Future Ready Gear Assessment for Technology, Networks, and Hardware.

This assessment was designed to be taken by multiple persons in your district. All responses will be consolidated into a single report, representing perspectives from all survey respondents who complete and submit their surveys. In order to provide your district with an accurate assessment, please answer each question honestly, according to your unique perspective. Your district representatives can create consolidated reports of all responses from within the Future Ready dashboard on-demand.

IMPORTANT: You can start and stop taking the assessment, picking up from where you left off, but ONLY if you COPY and SAVE (and use later) the link provided.

To get started, click the NEXT button below.

Element 1: Robust Network Infrastructure

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district's network and access to the Internet is consistently fast and reliable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district "leads with the why," i.e., acknowledging that instructional use is the primary driver in determining current and future requirements for bandwidth and technology infrastructure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
As the number of instructional devices increases in our districts, some network functions have had to be restricted (e.g., downloading or streaming video, uploading video, emailing large attachments, etc.) due to insufficient bandwidth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's future projections for Internet bandwidth are based not only on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

requirements and business operations, but also on use by “things.” The latter includes HVAC systems, security cameras, VOIP, etc. And, we recognize that students and staff may bring as many as three devices to connect to the network, where they often access and share high bandwidth video and images.					
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Which of the following are currently underway in your district? (Check all that apply.)

- District as Internet Service Provider (ISP) for schools
- High speed Internet across integrated network
- Guest access to the network
- The cloud
- Virtual solutions
- Device management/digital asset solution
- Heat map of buildings for Wi-Fi planning
- Filtering system
- Leveraging E-Rate
- Automated system performance analysis
- Integrated infrastructure to meet demands district wide
- Software as service

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district has a governance structure in place that designates rules, procedures, and individual groups responsible for student and staff privacy, security, and online safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has a responsible use policy that is supported by parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has a long-term technology plan that was collaboratively developed to meet current and future infrastructure demands. It adheres to industry standards and federal, state, and local laws regarding privacy, security and online safety in schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Network privacy and security procedures are monitored and strictly enforced. Protocols are established for notification of any misuse or breach of information and available remedies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 2: Adequacy of Devices; Quality and Availability

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district vision is 24/7 access to up-to-date, Internet-connected devices for all students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our district, device procurement for students and teacher for learning and teaching is based on learning needs. Devices are tested in pilot classrooms prior to purchase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within the last 18 months, our district has conducted a district-wide needs assessment to determine technology needs for learning, teaching, assessment, productivity, and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A device and hardware procurement plan is in place that will enable the district to provide equitable access to up-to-date devices this school year for all students, at a 1:1 ratio or better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which approaches to device and hardware acquisition is used by your district? (Check all that apply.)

- Leasing of devices or other hardware
- Direct purchasing of devices or other hardware
- Bundling support with device or hardware leases
- Bundling support with device acquisition
- Manufacturer "reconditioned" devices

Does your school/district have a Bring Your Own Device Program (BYOD)?

- Yes
- No

What percentage of students in your school participate in your BYOD program?

- All
- Almost all
- Most (~75%)
- Some (~50%)
- A few (~25%)
- None/Almost None

Does this school allow students to check out school devices to take home?

- Yes
- No

Does your school/district have a 1:1 Program?

- Yes
- No

What percentage of students in your school participate in your 1:1 program?

- All
- Almost all
- Most (~75%)
- Some (~50%)
- A few (~25%)
- None/Almost None

Does the school allow students to take the school-provided devices home?

- Yes
- No

Does this school allow students to check out school devices to take home?

- Yes
- No

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district's rollout (or plan for the rollout) of devices to students and staff is efficient, addresses responsible user policies, empowers students and teachers to get ready for effective use, involves parents, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's device and hardware procurement plan is part of a larger digital learning plan that anticipates direct (i.e., acquisition and upgrades of technologies and networks, licenses, and bandwidth) and indirect costs (i.e., cost of implementation, professional learning, technical support, and operations) associated with the technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monies are encumbered or set aside to fully fund our district's direct and indirect technology plan, which includes the device and hardware procurement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following activities does your district include in a rollout of devices to students:

(Check all that apply)

- Training of parents and students on the device and appropriate use
- Staged rollout with teachers receiving devices 6 months to a 2 years prior to the student rollout
- Small scale rollout in a few schools to perfect the process
- Piloting in a small number of schools to develop model curricular and instructional uses
- Ongoing series of professional learning for teachers and administrators
- Opportunities for community of practice exchanges and sharing among education professionals

- Licensing and integrating a digital learning environment to serve as the learning and communication hub for the students and staff
 - Staged rollout by grade level or grade band
 - Simultaneous transition from print to digital
 - Mapping digital content to the curriculum
 - Establishment of zones for printing with electronic monitoring of use by students and staff (i.e., key card access to printers)
 - Parallel planning and staging re: Wireless Access Points and sufficient Internet access
 - Updating of the Acceptable Use Policy
 - Engagement of all students in digital citizenship classes prior to rollout
 - Investigation into various approaches to lower Internet access costs in the community, with the intent of gaining 24/7 access by students and staff

Element 3: Adequate and Responsive Support

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In our district, technical issues with devices, networks, and Internet bandwidth are handled quickly (usually within 24 hours) and efficiently, with a positive service orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district provides instructional support to all staff on using technology to empower students to learn (e.g., coaching, vetted digital content, classroom management, collaborative exchanges, lesson design and modeling, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district is proactively providing training, orientation to digital learning, a help desk, student support teams, and accessible resources to users in anticipation of technical support needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our district students and staff are trained to handle simple technical assistance tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 4: Formal Cycle for Review and Replacement

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
In our district, the update and replacement cycles for devices, hardware, and networks is informed by data, e.g., needs assessments, satisfaction surveys, projected usage,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and learning returns on investments.					
Our district's cycles for updating and replacing devices, hardware, and networks is environmentally responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's cycles for updating and replacing devices, hardware, and networks is financially supported through a line item in the annual maintenance and operations budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As online assessments such as PARCC and SBAC created requirements for device acquisition and upgrade, our district simultaneously reviewed replacement cycles based on learning needs, and worked to meet both criteria simultaneously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has a system for analyzing total cost of ownership (i.e., direct and indirect costs) across the life cycle of the technology. This system is used to project upgrade and replacement cycles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your status for each of the following strategies for Gear 3, Technology, Networks, and Hardware.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment for this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
In our district, technical issues with devices, networks, and Internet bandwidth are handled quickly (usually within 24 hours) and efficiently, with a positive service orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district provides instructional support to all staff on using technology to empower students to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>learn (e.g., coaching, vetted digital content, classroom management, collaborative exchanges, lesson design and modeling, etc.).</p>					
<p>Our district is proactively providing training, orientation to digital learning, a help desk, student support teams, and accessible resources to users in anticipation of technical support needs.</p>	○	○	○	○	○
<p>In our district students and staff are trained to handle simple technical assistance tasks.</p>	○	○	○	○	○